

Oakfield Pre-school and Holiday Club

Inspection report for early years provision

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Inspection date

15/02/2012

Inspector

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Setting address

Oakfield CE (Aided) Primary School, Appley Road, Ryde,
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Type of setting

Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Oakfield Pre-school and Holiday Club recently opened at Oakfield Primary School in Ryde, on the Isle of Wight, after previously operating from other premises. It is part of the private company, KNL Childcare Ltd. The group is open from 8am to 6pm each weekday, 50 weeks of the year. The group serves the local community and children may attend for a variety of sessions.

The group is registered on the Early Years Childcare Register and the compulsory and voluntary parts of the Childcare Register. It may care for 29 children under 8 years, no more than 24 of whom may be in the early years age group, with none under two years. The group currently has 33 children on roll for the pre-school and 16 for the holiday club. Children aged two, three and four years are funded for free early education. The group offers support to children for whom English is a second language and those who may have special educational needs and/or disabilities. The group has five qualified staff and receives support from the Early Years Development Team.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are receiving excellent care and education as all staff use their thorough knowledge of the Early Years Foundation Stage framework to enable every child to make outstanding progress. Their exceptional knowledge of the individual children enables them to plan highly effective activities that support the children's learning through play. This is an inclusive setting, where staff acknowledge and support all children to enable them to achieve to the best of their abilities. The staff have excellent relationships with parents and other providers, exchanging relevant information, overall, to support children's learning and development. The staff are highly reflective, meeting regularly to discuss and evaluate the provision, and identifying areas for improvement to enhance outcomes for children. The staff demonstrate their excellent capacity to maintain continuous improvement by creating and implementing purposeful action plans for the benefit of all the children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- linking the information collected from parents about each child's development to the areas of learning to enable a full assessment of

children's continuing progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The dedicated and motivated staff work together to create a high-quality provision that safeguards children extremely well. All staff have a comprehensive understanding of how to keep children safe and of the procedures to follow if they have any concerns. Robust recruitment procedures ensure that only suitable persons work in the setting. Comprehensive documentation is maintained to an extremely high standard. Thorough risk assessments and daily routines are used effectively to ensure that all areas used by the children are safe and any hazards minimised. Staff are vigilant in ensuring that only persons suitable to access the premises are able to do so.

The whole staff team continually monitor the provision. They create action plans and make changes that benefit all the children. Staff meet each day to analyse the outcomes for the children, identifying how they will enable children to have the best opportunities to help them progress. Each year, families are asked to contribute to evaluations, which enable all persons connected to the group to be involved in the process. The staff have identified that the next project to improve the outcomes for children is to change the outdoor storage to increase the children's independence further. This demonstrates their excellent capacity to maintain continuous improvement.

This is an extremely welcoming environment for the children and their families. The whole room is colourful and exciting, with areas clearly defined for different areas of learning. All areas are exceptionally well resourced, and equipment is purposefully arranged to promote children's independence. The displays of the children's work show the extensive range of activities the children participate in, giving them an unmistakeable sense of belonging. Children enjoy using the outdoor areas; they ride scooters, climb, and have sensory play in the soft-surfaced garden. They are able to run and use construction resources and other equipment to enhance their physical development on the grassed area.

The staff are proactive in promoting equality and diversity. They have an excellent knowledge of each child's background and monitor each child's progress very effectively. This enables them to accurately identify any child who may need additional support. They work closely with other agencies involved with the children to ensure they get the support they need to help them progress. Children use a wide range of resources and engage in activities that promote their understanding of other cultures. In addition, children enjoy activities such as cooking from around the world, giving them experiences of different foods.

There are significant partnerships with other early years settings which children also attend. Staff liaise regularly with the reception class teachers, who visit frequently to read stories to the children. Observations on the children in the holiday and after school club are shared with the teachers and contribute to the records kept on the children in school. Additionally, staff liaise regularly with other

schools, nurseries and childminders to promote children's individual progression through continuity of their care and learning.

Relationships with parents are excellent. Daily discussions with staff, newsletters and the informative entrance hall support parents' knowledge of their children's experiences. There is also a photograph board showing the parents the activities their children have enjoyed that day. The children's achievement records are always available for the parents to see. Each term, staff invite parents to have discussions with their child's key person. When a child starts, staff collect information from the parents about any welfare needs and the child's likes and interests. However, the information collected about each child's development is not currently linked to the areas of learning to demonstrate a full assessment of children's continuing progress towards the early learning goals.

The quality and standards of the early years provision and outcomes for children

Children thrive in the friendly, exciting and inspirational environment that all staff create for the children. Staff have a comprehensive understanding of each child's individual learning and care needs. There is an excellent balance of adult-led and child-initiated activities. Overall plans are made for each half term, and these incorporate the needs of the individual child. The skills of the staff enable them to support the children's progress, either while undertaking a planned activity or one children choose for themselves. The management monitors each child's progress and the activities they undertake to ensure that they support all the areas of learning.

Children concentrate and persevere with their chosen activity. They enjoy using the wide variety of materials in the craft area to create their own masterpieces. Children are encouraged to write their name or make their mark on their work. They have many opportunities to write and draw using the resources indoors and outside in the garden. Unusual resources, such as magnetic drawing boards and pens, stimulate the attention of children who are not usually interested in writing because they find them fun. Children demonstrate their competence at using the computer. They successfully manoeuvre and control the mouse to complete age-appropriate educational programs.

Children become absorbed in a range of activities that develop their imagination. Their interaction with the staff enhances their play as different elements are introduced into their activities. Staff skilfully promoted children's language as they encouraged discussions about setting off across the seas. The children were encouraged to contribute their ideas of what this would be like. Staff hid treasures around the room and challenged children to find them, only using words such as warm, hot, cold and freezing to guide them. The children thoroughly enjoyed the activity and were immensely pleased when they found the treasure. Activities like this encourage a positive attitude to learning and help children develop skills for the future.

Children's behaviour is excellent. They know the routine of the day and the rules of the group. For example, children are very clear why they have to wear helmets when riding on the scooters, 'in case you fall off and bang your head'. Staff consistently praise the children, building their self-esteem. They encourage children to try and solve any conflict themselves through discussion, and use sand timers when needed to support children sharing. This enables the children to feel extremely safe within the setting.

Children engage in activities that support and promote their understanding of healthy lifestyles extremely well. They access the outdoors each day, where they engage in an innovative range of physical activities. All children enjoy a wide range of healthy snacks. They are becoming very independent in their self-care skills and fully understand why they have to wash their hands at the appropriate times.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met